NORTH-WESTERN PROVINCES.

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REPORTS

OF THE

LOCAL EDUCATIONAL COMMITTEES

FOR

1871.

By M. KEMPSON, Esq., M.A.,

Director of Public Instruction, North-Western Provinces.

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1872.

REPORTS

BY THE

LOCAL EDUCATIONAL COMMITTEES

IN THE

NORTH-WESTERN PROVINCES, FOR 1872.

No. OF 1872.

FROM

M. KEMPSON, ESQ., M.A.,

Director of Public Instruction, N.-W. Provinces,

To

C. A. ELLIOTT, ESQ.,

Secretary to Government, N.-W. Provinces.

DATED NYNEE TAL, THE 1ST AUGUST, 1872.

SIR,

I HAVE the honour to submit an epitome of the reports sent me by the Local Educational Committees for His Honor's information. Two of these were received to-day, and I have been awaiting their arrival in order to complete the file before submission of this resumé.

2. His Honor will observe that the abstracts are lengthy in comparison with former resumés. The Committees are beginning to play an important part in the business of popular education, and I am unwilling to pass by the suggestions which are made, whether important or unimportant; and it is pleasing to see that there is generally no want of harmony between them and the educational officers. This *entente cordiale* is necessary for the introduction of reforms and the maintenance of success. Differences of opinion there must be, but these, if fair play be given to them, serve to stimulate inquiry and interest. One point is clearly manifest, and that is, that the more the district schools are looked into, the more clearly is their utility, in spite of inherent defects and drawbacks, recognized. It will be noticed that the Committees cheerfully acknowledge, in the majority of instances, the zeal and intelligence of the Deputy Inspectors, and the healthy working of the schools. This readiness to appreciate honest work is the soundest proof of real interest, and adds force to adverse criticism when thought necessary. My thanks are specially due to the many Assistant Magistrates who have undertaken the duties of Secretary to the Committees. In no case have they failed to master details, and to make useful suggestions. Among Native reporters, Baboo Kunnoo Lall, of Shahjehanpore, and Hurgyan Singh, of Bulan Ishahr, have been conspicuously minute and graphic, but as a rule an Assistant Magistrate is the best Secretary, and the knowledge a young officer cannot but acquire in his inquiries into the tastes and temper of the people should be a lasting benefit to him. The rule should be to appoint an Assistant Magistrate to the office of Secretary. I think the Cawnpore exception should be rectified.

3. Another reason for a more detailed notice of the working of Committees is found in the recent publication of the Report of the Mahomedan Committee at Benares. The Secretary has taken occasion to publish a most unfair and gratuitously

insulting expression of his opinion on the practice of the Committees. It is, perhaps, a telling argument for Mahomedans to decry the advantages which they reject, and thus excuse themselves for rejecting them; but while I can afford to pass over without notice the faults laid to my own charge, I strongly object to the language applied to the official and unofficial members of the Local Committees. The passage I allude to will be found quoted in the epitome of the Bulandshahr Report. It occurs at p. 35 of the Report of the Benares Committee for the diffusion of learning among the Mahomedans of India.

4. There is one general defect in the reports. The Committees omit to inquire into Indigenous Schools. They are mentioned in a few of the reports, noticeably in that from Etah, which contains practical suggestions as to their encouragement, but they have not been made the subject of careful inquiry and analysis during the year. This duty is mentioned in the rules for the guidance of the Committees, and might be undertaken with advantage by Sub-Committees, or persons in the confidence of the Committee, during the current year.

5. Other comments upon the subject matter of the reports will be found interspersed in the abstracts, which I now leave in your hands for His Honor's orders.

I have the honour to be,
Sir,
Your most obedient Servant,

M. KEMPSON,

Director, Public Instruction, N.-W. P.

RÉSUMÉ.

DEHRA.

REVD. J. S. WOODSIDE, *Secretary.*

The report has been drawn up by Mr. Ross, as the Secretary has been incapacitated by sickness.

The aided Mission Schools at Dehra and Armfield are popular and well attended, and the Government Vernacular Schools have kept up their numbers during the year.

Mr. Ross says:—

"The villages in the Doon are so thinly populated and so widely scattered, that I think we have now reached our maximum number of schools. It will be some years before new villages spring up and population increases sufficiently to render more schools advisable."

There are now six Hulkabundi schools in the Doon. New schools have been opened in Jounsar Bawar where the Syanas express themselves anxious to have education; and the Committee is of opinion that Hindee is wanted more than Urdoo.

Buildings at Sahaspore, Rangarwala, and Lakaund have been projected.

SAHARANPORE.

MR. J. KENNEDY, *Secretary.*

The Committee has assembled regularly, but propose to meet six times a year in future, leaving intermediate work for a Sub-Committee.

According to the Committee's books, there are 41 Hulkabundi schools in excess of last year. The average attendance is said to be 3,119, and the cost Rs. 11,626-2-11, so that the cost of education for each child is Rs. 3-10-2.

The Committee has paid attention to the provision of permanent school accommodation.

The Tahsili schools of Saharanpore, Deobund, Jawalapore, and Gungoh show an increase in attendance, and Deobund has now an English class attached to it through the instrumentality of the municipality. This is regarded by the Committee with satisfaction on account of the presence of a Native College for oriental learning. Roorkee is to have a Tahsili school, and an English subscription school has been projected by the advice of Major Orman. This last fact is not noticed in the report.

Ambehta has applied for the appointment of an English teacher, but the Committee is not yet satisfied that the wish is properly supported.

The Committee remark that—

"The Hulkabundi schools do little to supply the Tahsili schools, and the Tahsili schools send few pupils to the zillah school. The zillah school attracts almost no pupils from the country, except those who have the fortune to enjoy a scholarship. The Mahomedan population keeps entirely aloof.

"Among 85 boys, only 11 are Mahomedans, not one of them highly connected. These things are not the fault of the Head-master, who has raised the school to its present condition, nor on the whole, I believe, to any popular depreciation of education, for Saharunpore alone has some 70 Native schools, most of them well attended, and the Farsi, Arabic Colleges of Saharunpore and Deobund are largely supported.

"But our schools are not adapted, I believe, to the popular tastes and civilization."

The following remarks are worth notice:—

"As secondary schools, both the Tahsili and Zillah schools of the District are failures. The cause is not far to seek. The culture desired by Natives is necessarily theological and metaphysical. The foreign-

ness and aridity of our histories and geographies must repel men who delight in personal legends of mythological heroes. (A translation of Gibbon's chapters on the rise of Mahomedanism might be read with advantage in the Tahsili schools) The well-known Colleges of Saharunpore and Deobund, the result of private contributions, offer attractions to the Mahomedan population far superior to any we can offer; and the Hindoo population of the district is either too special or too uncultivated to desire anything beyond a passing knowledge of English. Our schools offer no culture, and the Mahomedan ones little useful information."

This is a fair account of the conflict which is everywhere observable between the old and new systems. The Government is seeking to dispel the ignorance of the masses by furnishing the means of elementary education, together with useful facts relating to History and Geography. It seeks in this way to teach the people lessons from their own history, and to engage their sympathy with the world outside India.

The old system neglects the masses, and would reserve teaching for a select few, and that teaching strictly conservative, a propagation of old theories which have the sanction of religion, and imply culture at once bigotted and unscientific.

The Zillah school is spoken well of, and is said to have attracted the favourable notice of the Lord Bishop on a casual inspection in September last. The boarding-house has 19 inmates, and is held in a hired house at present.

The services of the Deputy Inspector, Moulvi Zulfikar Ali, and the Head-master of the Zillah school, are highly commended.

I miss in this report, which is otherwise well conceived, a detailed account of Indigenous schools.

MOZAFFERNUGGER.

Mr. G. Palmer, *President and Secretary.*

Mr. Palmer remarks with regret the transfer of the Secretary, Mr. Donovan, to another District.

The Committee is said—

"To have every reason to be satisfied with the working of the several classes of schools in the District during the past year, and to entertain the belief that the progress of education in the District during that period has been sound and steady. Complete harmony has existed between the local officers of the Department of Public Instruction and the District Sub-Committee, and it has appeared to the Committee that Moulvi Mohiuddeen, the Government Deputy Inspector of Schools, has exercised his important functions of superintendence in a manner which is creditable to himself, and is no doubt satisfactory to the Departmental authorities."

As regard the Zillah school, the President says that—

"It has maintained its favourable reputation under the direction of the Head-master, Dal Chund, and it boasts of one representative at the Bareilly College."

The Tahsili school is now held in the same building, and the boarding-house is reported to be "in a condition fairly satisfactory."

The Tahsili schools of the district are working fairly. The zillah scholarships sanctioned by G. O. No. 20A., dated 30th January last, were allotted according to the results of a competitive examination. The Committee think "that original composition" is the weak point of the instruction given at this class of schools. But as a rule this exercise belongs to the 1st and 2nd classes, which have not many representatives.

The Hulkabundi schools—

"Prosper, increasing in numbers and, I hope, in usefulness. * * * * * * I have remarked with very great satisfaction the growing desire of the people for the establishment of Hulkabundi schools. In the majority of cases petitions for the opening of new schools are naturally presented to the Collector of the district, and I have been struck with the number of petitions of this kind which have passed through my hands of late. By a resolution passed at a recent meeting of the Sub-Committee, the opening of 10 new schools of this class was recommended, of which nine were selected on applications made by zemindars, and one only at the instance of the departmental officer. Facts like this are worth more than reams of praise."

The report concludes with quoting the note of thanks passed by the Committee to Mr. Donovan on April 26th last :—

"For the marked interest he has taken in the cause of education, and the eminent assistance he has rendered to the Educational Committee."

MEERUT.

Mr. S. H. James, *Secretary.*

The Committee furnishes a statement of the number of schools and pupils by pergunnahs—Total, 167 with 4,321 boys and 153 girls. They add :—

"We are thus able to show an increase of 15 schools since the commencement of 1871-72, a progress that must be deemed highly satisfactory in a district teeming with Jats and Gujars, neither of which castes can be induced, without the greatest difficulty, to lend the slightest countenance to the cause of education. From the numerous petitions for the establishment of Government Schools received from villages, especially those situated in the south of the district, there is reason to hope that a real interest in education is springing up, and that our next year's report may be even more satisfactory than this."

The Secretary reports that the meetings of the Committee have been well attended, and much important business discussed. He observes :—

"Foremost is the subject of the Zillah school. The Committee's vote of Rs. 20,000 for the erection of a new building has been sanctioned by Government, and in a few days the site will be finally fixed upon. Hur Sehai, a banker of Meerut, has munificently offered an excellent plot of revenue-free land near the city."

I have inspected this site recently. It is near the Kamboh Darwaza, and seems very suitable, in default of a position within the walls. As yet, however, the Committee has not decided on the site, and the decision is deferred pending further deliberation with reference to a proposal to erect a town-hall, with zillah school accommodation as part of the building.

The Zillah school is thus favourably reported on :—

"I may be allowed to mention what I have myself seen of this school. Early this month (April) I examined the boys of the several classes in English, the Vernacular, and geography, and the knowledge displayed by the boys, especially in their English studies, showed how faithfully and efficiently the Headmaster has discharged his duties. The Zillah school, cramped for space as it is, is a great success, and a large building is alone required to render it a great public boon."

The above encomium is a welcome encouragement, and when the building is ready, I am prepared, with His Honor's permission, to raise the school to the superior grade. Among the subscription Anglo-Vernacular schools of the district, Haper is mentioned as making considerable progress, and a school-house is projected, with the aid of the Government. The Barout school has been closed for want of public support, and a new school has been started by a private person at Gurhmaktesar. During the year the Committee has granted ten scholarships of Rs. 3 each per mensem for the most promising pupils in the Zillah school. The Secretary notices a proposition made to combine the office of Postmaster and Schoolmaster in certain large villages. This was pronounced inexpedient by the Postmaster-General; but the Committee hope the proposal may be reconsidered in view of the obvious advantages of the scheme. This is not the first time such a proposal has been made, and the Postal authorities probably have good reasons for hesitation. The Committee has paid attention to the subject of school accommodation during the year, and express their opinion that the Government standard plan, recently formed by His Honor's orders, will answer the purpose. They advocate unburnt mud brick and tiled roofs in preference to burnt brick and mortar and corrugated iron roofs for village schools. The distribution of schoolmaster's pay has been considered, and the employment of chaprassis for this purpose is rightly condemned.

The following important resolve was adopted at their last meeting. "The Inspector will in future be the means of communication between the village teachers and the

Committee. As to an Appellate Court, a petitioner may come to the Committee." I regard this as a satisfactory sign of co-operation between the Committee and the department.

This report has omitted mention of the Indigenous schools.

BULANDSHAHR.

P. HURGYAN SINGH, *Secretary.*

The Committee has held regular meetings, and much interest has been shown in the subjects brought up for discussion.

The 5 Anglo-Vernacular subscription schools of the District are noticed first. The Anoopshahr, Sikanderabad, Dibai, and Jewar Schools are progressing favourably. The Khoorjah school has failed, and the Committee has accepted the proposition laid before them for the substitution of a first class oriental school. A Sub-Committee was appointed to consult the wishes of the inhabitants, and their report is still due.

The Tahsili schools of this District are among the best in the Circle, that at Sikunderabad being especially noteworthy. Mr. Pollen examined the sudder station school in March last, and

"Was much pleased with the prompt and correct answers he received from the boys in history and geography, and also with their neat and bold handwriting."

The Hulkabundi schools are reported to be 101 in number, with 3,832 boys, showing a slight decrease; but the Committee desire to express their opinion that the condition of the schools has not been retarded. The President of the Committee had an opportunity of introducing the Lord Bishop to a personal acquaintance with the system. They inspected the Nettla school, and were pleased with the results. His Lordship also examined the Zillah school, and addressed the pupils in terms of commendation.

With respect to the provision of school accommodation, the President reported to the Committee in October that —

"The progress made in the erection of school-houses by the zemindars of the Burun Tahsil was satisfactory."

Five school-houses had been built, of which that at Gulaothi was particularly good.

This plan of engaging the services of the leading zemindars in the expenditure of the funds allotted for building is perhaps the best possible, and is worthy of adoption elsewhere. Fifteen additional schools have been constructed during the cold season, and repairs effected in 19 of the old schools.

The Committee object to the standard plan provided by the Public Works Department, and submit their own for inspection and approval. They wish for its adoption, as cheaper and more easily repaired by the zemindars. The Committee has made such excellent use of their funds in this matter so far, that I recommend their request as a special case. Their plan does not appear to differ widely from the standard, and includes the provision of a small yard with enclosing wall.

There are 19 girls schools—Government and subscription—in this District, some of which were inspected by Mrs. Graves and favourably reported on with few exceptions. The number of girls under instruction was 339, an increase on last year.

The Secretary quotes a memorandum by the President on the state of private schools:—

"Mr. Pollen has furnished me with a memo. regarding his inspection of village schools during his tour. He examined a large number of both public and private, and reports well of them. I inspected those of the Anoopshahr, Dibai, and Silarpore pergunnahs during my short tour in the district last cold season. The condition of the village private schools is very poor. The teachers are ignorant, and in most cases the children are merely sent by their parents to keep them out of mischief. The private schools in town

are of a superior discipline, but are in a poor state compared with the Government schools. I am of opinion that much good would be done by the opening of Book Depôts at the large towns. I believe a book store is to be opened in the City Anglo-Vernacular school. This a is good movement, but the store will not be sufficiently public for general purposes. Sales could only be effected by the Masters during school hours, which would lead to much inconvenience. The attention of the public to the books could only be properly attracted by the opening of stores in thoroughfares. I would advocate also the attendance of book salesmen at large fairs. Large sales of useful and attractive works might be made. I do not know how the system of colporteurs has answered, but I believe that educational works would be privately purchased for the use of private schools if sold by private dealers. Government interference in such cases is to be avoided."

His Honor's orders on the subject of opening book stores at the Zillah schools and at some of the Tahsili schools are in process of effect, and the results will be carefully noted. I am of opinion that a colporteur system might be worked by the Allahabad Depôt, equally well with that of the Tract Society

Mr. Willock, whose interest in education I have always noticed with gratitude, thus concludes:—

"I am well satisfied with the progress made by the Educational Department in this district. The Committee is a really useful and working body, and discuss subjects with an independence which is seldom to be found in such meetings."

He adds the names of 17 gentlemen whose regular attendance and active interest have been of service. The names of 6 others, which I do not wish to bring forward in this place, are subjoined with an expression of blame for their neglect of all calls upon their aid and attention.

In contrast with the above valuable testimony to the working of local educational Committees, I quote here the unfair and unsavoury remarks made by the Secretary of the Benares Committee for the advancement of learning among the Mahomedans in his Report recently published:—

"It is much to be regretted that the Native members of the said Committees, when they sit with Europeans and the educational authorities in the same room, look more like thieves who have entered a gentleman's house for theft than like bold advocates of an important cause. They are, on the other hand, looked upon by their European fellow members as men of the opposite party, to defeat whom is deemed by the educational authorities as well as by other European members as their right established by the laws of nature."—Page 35.

I have to thank the President for providing a house for boarders at the Zillah School, and for encouraging habits of manly exercise among them out of school hours.

The report concludes with the recommendation to His Honor's notice of the services performed by the following gentlemen in building schools, and generally helping in the furtherance of the work of the Committee:—

Nawab Mahmood Alee Khan, of Chuttaree.
Mahomed Mihrban Alee, of Goolaothee.
Thakur Birmajeet, of Hurtowlee.
Thakur Tarasingh, of Muchkolee.
Lala Nuthmull Dass, of Nottla.
Thakur Ram Pershad of Nowsana.
Sirdar Mahomed Khan, of Gesoopore.
Ram Ruttun, of Soorjaolee.
Pohup Singh, of Bunhooee.

ALLYGURH.

Mr. Platts, *Joint Secretary.*

The Committee has held regular meetings during the year. The District schools have also been inspected by the members of the Committee and Sub-Committees from time to time, and there have been in all 207 such inspections. This gives an average

of nearly two inspections of the Tahsili and Hulkabundi schools, and shows useful activity on the part of the Committee.

The chief fault found with the vernacular schools is that the languages taught are not alawys in accordance with the requirements of the inhabitants.

The case is mentioned of a school (Bhimpore) where there was a Persian teacher up to June, 1871, in whose time the attendance was 18. He was replaced by Hindi a teacher, when the attendance fell to 5. This is of course a fault in the administration, probably an error of judgment on the part of the Deputy Inspector. The Inspector has been addressed on the subject and an explanation called for, but the proper course for the Committee would have been to refer direct to that officer, or to have asked a personal explanation from the Deputy Inspector, at the next meeting.

"The Committee find that arithmetic is very fairly taught in the District Schools, but that the instruction in Urdoo and Persian is not good. Hindi also is not taught as well as it ought to be. Two reasons may be assigned for this—(1) that the teachers make the boys commit the text books to memory without explaining the meanings of the difficult works; (2) that the text books themselves are not suited to the requirements of the country. To secure competent teachers this Committee has resolved that all candidates for teacherships, other than Normal school students, should be examined by a board of Examiners, composed of the Deputy Inspector, the second master of the Zillah school, and a few members of the Committee. If satisfactory arrangements be made for the teaching of Hindi and Persian in Normal schools, and if members of the local Educational Committee be allowed to join in examining those schools, a good supply of teachers would no doubt be secured. With regard to teachers at present in the department, the Committee is of opinion that they should be called upon to pass an examination within a reasonable time, and such only should be kept as prove themselves competent. The successful men ought of course to receive an addition to their salary, and the Committee thinks that the Budget of 1872-73 will leave a sufficient amount in their hands to enable them to provide for this."

The above remarks evince much practical sense, and I have already sanctioned the plan of testing candidates for teacherships in the way suggested. The difficulty all along has been to provide good teachers. The books are not to blame, but the manner in which incompetent teachers use them. The proposal to examine all the teachers is one which has often occurred to Educational officers, but they have hitherto had their hands full with the examination of the pupils. Perhaps the Aligurh Committee may be commissioned to make the experiment for themselves; but it must be remembered that the most popular teachers are sometimes the least qualified as regards book proficiency.

This Committee proposes that the substance of all correspondence between the Deputy Inspector and his superior officer should be laid before the Committee at their different meetings. This I consider to be quite uncalled for. The Deputy Inspector is always at hand to give any information wanted by the Committee, and it savours of distrust to suppose that secret instructions are given, or matters reported which will not bear the light.

The accounts show a balance of Rs. 9,316 at the end of 1871-72. Out of this the Committee proposes to invest Rs. 7,500 in Government paper, from the interest of which five Zillah school scholarships may be founded for village schools boys, whose talent and ambition need encouragement in the prosecution of their studies at the Zillah school. The idea is a good one, but I think the needs of school accommodation should be first considered.

This point has, however, not been lost sight of by the Committee, for a good school-house at Sasnee has been erected during the year. The report goes on to consider the municipal contributions towards education in the district, but states that no regular information is received by them. They suggest that the teachers of schools should be required to send them monthly accounts of their income and expenditure. The simple and obvious plan would be for the Committee to place itself in communication with the various municipalities, and to claim equally with the Inspector a voice in the disposal of grants assigned.

The Coel and Hattrass Municipalities assist very liberally in the expenditure in the Zillah school and boarding-house, and the latter by no means neglects a provision for its own school.

They have aided the Anglo-Vernacular school there in many ways, and have granted Rs. 360 for a Sanskrit school in the town.

The Secundra Rao School is spoken of in terms of commendation. The Atrowlee school subscriptions are reported to be in arrears, but the municipality have voted a grant-in-aid.

As to girls' schools, the Committee have not done much in the way of inspection. The Inspector seems to have raised an objection to the indiscriminate inspection of such schools by the members of Committee. After some correspondence on the subject, it has been decided that it shall be left to the option of parents or guardians to admit the visits of other than the educational officers who have established them.

BIJNORE.

MOONSHEE ABDUL GHAFFUR, *Joint Secretary.*

The Committee's brief report refers almost entirely to the Hulkabundi schools. Arrangements have been made for the payment of salaries to teachers on the first Monday of every month at the various Tahsils. A reduction in the number of schools during the present year is said to be necessitated by the terms of the new budget, but I have directed the Inspector to explain that there is no positive necessity for this. Nine schools are under construction by the orders of the Committee.

I am pleased to see that an improvement in the Zillah school is reported, and that a boarding-house will soon be ready for pupils from the interior. Nine scholarships will also be provided. Eleven new Hulkabundi schools are named at the end of the report as new creations of the year under review. On the whole, the report is void of matter of general interest, and I miss any allusion to the extent or character of indigenous education.

BUDAON.

M. HARADEVA PRASADA, *Secretary.*

Only four meetings of Committee were held during the year.

The attendance at the Zillah school has risen from 82 to 143 boys, and the teaching staff has been strengthened by the addition of another English teacher paid by the municipality. Scholarships are also given; and the boarders in residence are 17 in number against 9 of last year.

The President of the Committee, Mr. Melville, has interested himself in the welfare of the school, and I may add here what is not noticed in the report, that Mr. R. Crosthwaite has done much for the improvement of its internal economy, and in persuading the Mahomedans to take advantage of the education to be had.

The only Anglo-Vernacular school in the interior of the district is Saheswan, whence four boys proceeded to the Zillah school.

The Tahsili Schools, five in number, have about 40 boys each on the average only. The localities are poor, and the 2 anna fee rate is unpopular. The Committee makes the mistake of supposing that the fee has been lowered.

There has been a small increase in the number of Hulkabundi schools and scholars—more marked in scholars, which is a good sign.

The female schools are 17 in number, of which 5 are municipal. The attendance is increased, and is now 239 against 209 last year.

The Committee have given attention to the matter of school accommodation, and state their preference for kutcha buildings with a thatch instead of the standard plans. Cheapness and airiness are the essentials in their view. When resources are limited, and the schools inferior, I approve of these principles, and see no objection to their adoption in Budaon.

BAREILLY.

RAI BUKHTAWAR SINGH, *Secretary.*

This report deals with Hulkabundi and Girls' schools only, and nothing is said of indigenous education. The remarks on Hulkabundi schools relate to the financial prospects of the year, and the expenditure of balances on school buildings. It is a stride in the district history that 66 new schools were opened during the year at well-judged sites. The rolls of the schools gave an attendance of 4,483 boys, of whom about 674 boys were constantly absent.

It is remarked with satisfaction by the Committee that some 70 private schools were closed. If reference is made to private village schools, as seems likely, their disappearance is not to be regretted.

Twenty-one villages had been selected as worthy of the early provision of school-houses, and many were expected to be ready before the rains. Of girls schools the district boasts 31 with nearly 700 girls. Six belong to the Government; the rest are due to the public spirit of Lala Luchmi Narain, Rai Bukhtawar Singh, Babu Gunga Pershad, and Sheikh Khyruddin Ahmad.

The ten new schools opened by Rai Bukhtawar Singh are considered by the Committee to deserve the aid of the Government, and himself favourable notice. I shall refer the question separately.

SHAHJEHANPORE.

BABU KUNNOO LALL KUHUR, *Secretary.*

Mr. J. C. Colvin, who forwards the report, observes that Hulkabundi school accommodation is a great desideratum in Shahjehanpore, and that measures have been adopted to meet the difficulty. As to Tahsili schools he considers the fee rate injurious to their usefulness, especially when, as usually happens, the American Mission steps in with a free school. As regards girls schools, Mr. Colvin has not observed any general or real interest in the movement.

The report states that the number of Hulkabundi schools was greater by 2, and the attendance by 129. The total number of pupils was 2,682, of whom only 351 were Mahomedans. The proportion of boys taught to every 1,000 of the male population was 542, and the number of boys taught is about 1·52 to the square mile.

The meetings of the Sudder Committee were six, and the inspections made amounted to 91.

The Tahsili schools are unnoticed by the Committee as they come more immediately under departmental control. There are 20 girls' schools, with a total attendance

of 345. These include Government, Mission, and Municipal schools, the respective numbers of girls in each being 190, 105, and 50.

The introduction of instruction in needlework is recommended, and the Committee looks forward to the eventual establishment of a training school for mistresses.

As regards the Zillah School, the want of a suitable boarding-house has attracted the attention of the Committee, and proposals have been made for the appropriation of local funds for this purpose.

The existence of a free Anglo-Vernacular Municipal School in the city is regarded with disfavour by the Committee, and they recommend its amalgamation with the Zillah school. An opposition to this exists in the Municipal Commission, but His Honor is about to pass a resolution for the guidance of municipalities in the matter of their grants to education, and a satisfactory arrangement is not far off. The subject of attaching an oriental department to the Zillah school is discussed, as a means of increasing its popularity, and the idea is that a Hulkabundi or Tahsili school should be placed in the same building. It would perhaps answer better to have a lower school in the heart of the city, in which beginners in English might be accommodated side by side with the Hindi and Persian students. The change in the constitution of the Committee has reduced the number of members, and the Secretary observes that more outsiders are required to form practical sub-committees at the various Tahsils, whose aid is considered of importance in carrying out the views of the Sudder Committee.

This report teems with useful suggestions. The tendency to absenteeism of teachers who work near their homes is noticed, and attention called to the necessity of making much appointments conditional on the betterment of the school. The appointment of teachers to schools in their Native villages is considered an advantage. The ignorance of Putwarees is commented on, and a stricter system of examination recommended. The want of proper instruction in grammar is said to be a defect in the Hulkabundi school course. It is too true that the teachers neglect it. Their aim hitherto has been to satisfy the Inspector's requirements in reading, writing, and arithmetic chiefly. The study of Persian should be prefaced by Urdoo, which is our usual practice in contrast with the Native system. Public meetings for examination and the distribution of prizes are recommended as a stimulus to progress; and the Inspector's gatherings do not answer the purpose. This is true. An Inspector is too busy with the details of his examinations to have time for the more showy but less accurate inquiry which is possible at a public assembly. At the same time I think that one of the duties of the Sudder Committee under its President, should be to hold a public prize-giving in the Zillah school year by year. If possible this should be after the Inspector's visit, when the results of the examination are known. There would be no harm in assembling the country chiefs from the interior, or in calling in the best boys of the outlying schools for public reward or notice. The Secretary has inspected several schools himself, and in one found 65 boys, which he considered an unusually large attendance. He objects to the schools being closed when the teacher is called away on business to the Tahsil, and would place the school in charge of a monitor. He thinks, too, that the quantity of each subject mastered during the month should be registered by the teacher. These minute points of detail show the closeness of the inquiry, and are exceedingly creditable to Baboo Kunnoo Lall's insight into the working of the schools. Such matters form part of the Deputy Inspector's ordinary duties, and a Deputy Inspector who neglects them is unfit for the post.

The Committee is struck with the idea that some of our schools might be made partly industrial or agricultural as well as purely educational. He would introduce a simple treaties on ploughing, sowing, irrigation, and manure. The idea is shrewd and practical, but the plan has been tried before, and may be revived. Inspectors

find so much to get over in securing a really sound instruction in reading, writing, and arithmetic, that they have laid aside the adoption of special education. At the same time, when a boy has mastered the three elements, I think that he might have the option of taking up a special study instead of advancing in the usual Tahsili course of Euclid, Algebra, &c. Baboo Kunnoo Lall may be thanked for his interesting report, in concluding which I notice his own record of thanks to the present Deputy Inspector, Pundit Bhagwan Das, whose "cordial co-operation with the Committee forms a striking contrast to the obstructiveness of his predecessor, Asud Ali Khan." This pointed remark, if I find that it is backed by the Committee, will be acted upon at once.

MORADABAD.

M. GUNGA PERSHAD, *Secretary.*

This report contains no comments on the state of education in the district. It mentions the female schools of the sudder station, and states that their re-organization is under the consideration of the Committee.

"The Secretary and such of the other *ex-officio* members as had opportunities of going out into the interior of the district have visited Hulkabundi, Tahsili and Anglo-Vernacular schools, and recorded the result of their examinations in the books kept up at the schools."

The remainder of the report consists of a statement of the School Fund during the year, from which it appears that Rs. 9,672-9-9 was the expenditure, leaving a balance of Rs. 2,746-11-2. Of this expenditure Rs. 8,593-12-5 were spent on salaries—that is, 88 per cent. was spent on instruction, which is a large fraction, and shows that the funds have been well handled.

AGRA.

MR. F. BAKER, *Secretary.*

I am glad to notice the increasing interest of this Committee in the education of the district. The Secretary seems to have drawn his information from the Inspector's office, but has something to say on each class of school. There has been no falling off in the numbers of boys under instruction in Government Schools. The Tahsili schools are spoken of in high terms, and the fee-rate seems not to have interfered permanently with their progress. The Hulkabundi schools remain in *statu quo*, and no thorough efficiency is expected by the Committee until the teachers themselves are really competent to impart sound instruction and inspire respect for it. This last qualification is, however, a special gift. Teaching needs enthusiasm, and this cannot be engendered by Normal schools; 141 out of 161 teachers in this district hold a certificate of fitness from the Normal school, but a far smaller proportion are really good teachers. The drawback of unsuitable accommodation is also noticed. Experience of former ill-success in building leads the Committee to pronounce strongly against the erection of new houses as money spent to no purpose, but there seems no reason why the Bulandshahr plan of entrusting building advances to the zemindars should not answer. There are now 52 built school-houses in the district. The remainder are chiefly lent and mostly unsuitable.

The female schools of the district are 67 in number, with 1,200 girls, of whom 476 are of the Brahmin caste, and there are 74 Mussalmanies. These schools are maintaining their ground, and a very hopeful sign is the fact that nearly half the teachers employed are now females. Applications for more schools of the kind are registered.

There is an increase in the number and attendance of indigenous schools, which is regarded by the Committee to be due to a more exact inquiry into their statistics.

The Futtiabad Committee is praised for its activity. Baboo Ishree Pershad, Moonsiff Gholam Murtaza Khan, and Thakur Beni Pershad, are named for their exertions

in the cause of education. The suggestions of the Sub-Committees have been valuable, but generally impracticable on account of the increased expenditure involved. The dislike of parents and pupils to history and geography is noticed by all, with the more keenness, perhaps, that the observers of this feeling sympathise with it. The Deputy Inspector, Pundit Koonj Behari Lal, and his Assistants, are said to have worked with diligence.

MUTTRA.

Mr. F. S. Growse, *Secretary.*

The attention of the Committee has been directed chiefly to the judicious expenditure of the accumulated balance of the school fund, and to the improvement of the primary schools.

Under the first head, the Hulkabundi schools have been supplied with seats and carpeting, and sums have been devoted to building. Among these a grant of Rs. 1,000 was made for a new Tahsili school-house at Kosi. The schools are said to have improved under the Deputy Inspector, Gopal Pershad's management. This man had been removed from the district in consequence of a conspiracy set on foot against his interests by certain influential Natives, which caused bad feeling, and made it advisable to effect a change. After two years' absence his return is welcome to both officials and the people. The attendance at girls' schools is larger and more regular, but the selection of books is condemned as unsuitable, and method and discipline are reported upon as defective. The Female Normal School in Muttra is well spoken of.

The Tahsili schools are understood to continue to work efficiently, and to be recovering from a temporary depression.

The Zillah school is considered by Mr. Growse to be under-handed, but its management is praised. A municipal grant would be uesfully applied in enhancing the teaching power.

English instruction is given at subscription or municipal schools in Jalesar, Bindrabun, and at a branch school of the Victoria College, Agra, maintained in Muttra. The Bindrabun school needs a better teacher, and the introduction of an improved course of study, including the vernacular, which has been too much neglected.

The report concludes with mention of the Zillah school boarding-house, and the grant by the Municipality of Rs. 1,500 towards the erection of a suitable building.

ETAWAH.

Mr. R. Aikman, *Secretary.*

Regular meetings and a larger attendance of members have marked the proceedings of the year. Numbers of schools were examined during the cold weather by the officers on tour, and the gift of occasional prizes by the Collector has been an encouragement to the people. It is remarked that under the new rules Pundit Het Ram, Settlement Deputy Collector, than whom no one is better qualified to assist the Committee, has no seat in its councils.

The Tahsili school-house at Lukhna and four new village school-houses have been provided for from the savings of past years.

The Sub-Committees of Phuppoond and Oraya are complimented for their interest in their duties, but the proposals sent in by them, though backed by the Central Committee, seem to have been declined by the Inspector. The report does not notice either the proposals or the ground for their rejection, so that the matters were presumably of trifling importance. Dwarka Nath, of Oraya, gave away Rs. 150 in books for prizes.

The success of Hume's High School is mentioned with pride, but as the results of the year are already before the Government, I need not recapitulate them here. A new Anglo-Vernacular School was opened at Ajeetmul during the year by the efforts of Pundit Het Ram. The Phuppoond School has decayed, and the grant has been reduced. The Committee disapproves of the detachment from it of the Tahsili school by the Inspector's orders. This arrangement may be reconsidered, for it is by no means a bad form of school which adds an aided English class to the vernacular Tahsili teaching, whereas the separation of interests may tell badly. The Inspector is of opinion that the engraftment of extra teaching on the Tahsili school system spoils their performances and character as good Vernacular schools. Another practical difficulty is that of discipline, for disagreements constantly arise between the English master and the older teachers, and it is difficult for the Inspector to decide betwteen the true and false in their mutual recriminations. Mr. Aikman blames the separation of the schools at Phuppoond as the cause of the decay of the Tahsili school, at which he found only 15 boys. The other Tahsili Schools of the district are doing well.

The attendance at Hulkabundi schools has been rather less, and that at the indigenous schools rather greater during the year. The Committee rightly attributes this to the fact that most of the Hulkabundi schools teach Hindi, which is not the court language, and is therefore less in request. The report concludes by mentioning that a design is on foot to open a Female Normal School in the sudder station.

MYNPOORI.

MR. J. L. DENNISTON, *Secretary.*

Five meetings were held during the year, and the chief business transacted appears to have been making transfers of Hulkabundi schools, seven in number, and in opening five new girls' schools in place of others closed elsewhere. The transfers of Hulkabundi schools appear to me to have been made with judgment. The Committee has been guided by the wishes of the people, the attendance, and the relative position of the schools. Two new school-houses have been erected, and one on the new standard plan is in course of erection. As regards the attendance at the Hulkabundi schools of the district the Committee states that it has "not materially increased."

The attendance at Tahsili schools is said to have risen from 221 to 310—a very satisfactory proof of the real value of the schools. Private schools have also increased in numbers and attendance by from 52 with 494 boys to 74 with 662.

As to girls' schools there are 41 in this district, with an attendance of 803 against 745 of last year, which is a sign of progress also. The District officers have made a point of visiting all the schools on tour, and doubtless this is one cause of the general advance reported. As Mr. Denniston says :—

"The visits of officers seemed to work more than usual interest on the part both of the masters and pupils."

The Zillah School has flourished as regards attendance. Since the new school-house was opened by His Honor (May, 1871), the number of boys has risen nearly 30 per cent.

The Committee and the Collector have interested themselves in the provision of a boarding-house for the Zillah school, which is completed by this time. A new Tahsili school-house has been begun, but there seems to be some hitch in the funds provided, and a question has also recently arisen, and is now under report, as to the propriety of keeping up both a Zillah and a Tahsili school in the same town. The boarding-house, it is pleasing to notice, has been contributed to by the residents of the district (Rs. 850),—"A handsome amount, betokening," as the Secretary says,

"the ready interest taken in the subject by those who have hitherto been unable to take advantage of the school on account of distance."

The site was given by the Raja of Mynpoori. Nusrullah Khan, the Moonsiff, is also mentioned as a forwarder of the work.

The amount and punctual payment of salaries to Hulkabundi School teachers have also received the Committee's attention.

Finally, the Jail School has engaged their interest. It is said to be carefully managed, and to "have the advantage of the services of a very well educated prisoner."

ETAH.

MR. R. HOBART, *President and Secretary.*

The Committee have effected "a more equal territorial distribution of schools." They had planned a re-division of the teachers' salaries, but the budget details had to be settled first. The occasional absenteeism of the teachers and the mode of paying their salaries have been attended to. The great complaint of the Committee is the insufficiency of the funds at their disposal to meet the educational wants of the population. The number of schools is less than it used to be, and the zemindars ask for more. Mr. Hobart compares the number of schools and the population of the surrounding districts, and observes that Etah, with a population of 7,10,000, has 69 schools, while Mynpoori, with 7,00,000, has 127. The fact is, Mynpoori has somewhat exceeded its income, and a re-adjustment has been recently effected, which brings the districts more nearly on a level. The number of the schools in a district depends first on the income available, and secondly, on the rates of pay adopted. Rates are lower in Mynpoori than in Etah.

The Zillah School is commended by Mr. Hobart, and drew forth the approval of Mr. H. G. Keene, on a recent visit, as Commissioner.

I quote the following para. on account of the reference to Roorkee:—

"The Anglo-Vernacular School at Kasgunj is doing well. It has sent one boy to College, and two of its pupils passed the Roorkee examination, but like many others were stopped on the threshold by want of funds to pay for instruments. A demand of Rs. 40 at first starting is a serious obstacle in a poor boy's way."

No doubt the purchase is a serious obstacle, but I imagine the payment is arranged for by instalments, and that care is taken to avoid harsh pressure. At the same time I think the college ought to provide instruments for the use of beginners; when they learn their use, they learn the necessity of purchase.

The schools have been frequently visited and inspected by the members of the Committee. Mr. Leupolt saw 20 schools, and was generally well satisfied. He, however, complains of absenteeism on the part of the teachers, and I have called the attention of the Inspector to the need of a more careful supervision. He adds his testimony to Mr. Hobart's complaint of the want of schools especially in the Aligunge pergunnah. Many private schools were seen by Mr. Leupolt, and he mentions one at Kaila, where a few girls were present with the boys. This school was a continuation of the former Hulkabundi School, removed for want of funds, and the fact of its existence in a well-ordered condition is a telling illustration of the value attached to primary schools by the rural population. In this case the Committee would do well to appoint an assistant teacher from the funds at disposal, or else to undertake half the teacher's salary. Indeed, all really valuable private schools might be helped in this way with advantage, as Mr. Leupolt well argues. The Inspectors will be asked to make this matter a point for consideration in concert with the Local Committees.

This district was not thoroughly inspected by Mr. Lloyed, as explained in the general report. The Magistrate reports that he found much disappointment among the children, when he was on tour, in consequence. They missed their examination and prizes, and were "clamorous" for him to supply what they regarded as a loss of their rights and privileges. I find an answer in this to the strictures made in certain quarters on the hardship of the Inspector's assembling schools for examination. It is a purely imaginary grievance. Idle teachers and unrewarded boys are the dissentients, and objectors build upon their one-sided regrets. At page 32 of Syud Ahmad Khan's report on Muhammadan education, already quoted in my remarks on the Bulandshahur district, I find—

"To collect boys of distant schools at one place and examine them there is provocation of hardship, and the mode of examination is not good."

The President concludes his interesting report by recording the Committee's high opinion of the zeal and efficiency of Koondan Lall, the Deputy Inspector.

CAWNPORE.

REVD. S. B. BURRELL, *Secretary.*

This report is meagre and uninteresting. The schools appear to have received little attention at the hands of the Committee, and only four meetings were held. The matters discussed related to the Budget, and to the building of schools at villages named by the Deputy Inspector. I am glad to report well, however, of the condition of the District Schools. The Deputy Inspector is a zealous and experienced employé.

FURRUCKABAD.

MOONSHEE BULDEO PRASAD, B.A., *Secretary.*

The Committee state that they are anxious for the erection of a suitable Zillah school-house, and that they have addressed the Government on the subject. The attendance remains much the same, *viz.*, about 87.

The three Anglo-Vernacular Schools at Kaimgunge, Shamsabad, and Chibramow, are reported to contain 70 scholars.

As regards Hulkabundi Schools, the daily attendance is about 3,000 in 44 schools. The Kanouj School is the best in the district, and I may add in the Circle. The Committee disapprove of the alteration in the scale of salaries introduced by the new Budget, and urge that in this particular case no diminution should take place. I think this is reasonable; the teacher receives Rs. 20. As regards Tahsili Schools, the Native members of Committee recommend the appointment of a Persian teacher. This request may be complied with. The same gentlemen protest against the two anna fee.

In conclusion, the Committee mention an outbreak of fever in December which affected the attendance.

HUMEERPORE.

MR. W. S. MARTIN, *Secretary.*

The schools are commented on by this Committee in order from the Zillah School downwards, with much sagacity and directness.

A falling-off in the upper classes at the Zillah School, under the new head-master, is attributed to his stricter discipline in the way of fining for absence. I inspected this school on the occasion of His Honor's visit in February, and found much room

for improvement everywhere. The teaching had been slack and lifeless, and the head-master had much work before him.

The Tahsili schools are not well spoken of by Mr. Martin, and doubtless the fee-rate has told severely in this district. He remarks, however, that the attendance is rising, and that 50 more boys have entered.

As to the Hulkabundi schools, to which the Secretary has paid much diligent attention, I find the Committee states that—

"It is gratifying to report a slight improvement in them, though their state is still much below what it ought to be. The nominal increase of about 200 boys is considerable, but it is the more satisfactory that registers of attendance have been carefully tested during the past year, and some teachers dismissed or fined for keeping false or suspected registers."

Mr. Martin records with satisfaction that instead of 21 teachers at the beginning of the year who received less than Rs. 6 salary, there are now 11 only on Rs. 5. Repairs and minor matters of school discipline have been left with good effect to Village Committees, and arrangements have been made for the erection of six new schools. The Secretary advocates the introduction of extracts from the Ramayan or Mahabharat into the school course in lieu of history and geography, to be taught by rote, as likely to increase the popularity of the schools, and to have a useful moral effect. He adds :—

"Our schools at present impart little else than mere instruction."

Seven Female schools, including five at Mondha, are mentioned.

"Those at Mondha still continue, owing to the constant and careful supervision of Mirza Ahmed Ali Beg, Tehsildar, in a very satisfactory state."

From personal inspection I can endorse this opinion.

The Committee have called for returns of the Indigenous schools, and find 86 in existence, omitting Tahsili Punwaree. As a rule, the attendance is limited to 5 or 6. The following remarks are made :—

"The schools are generally kept by a Kaith, who is a hanger-on of some zemindars of the village, and teaches only the sons of the zemindars, and occasionally a few others besides. The teacher receives but little remuneration in money, but at harvest time gets presents of grain. In the towns, however, they are paid by fees, which vary, I think, from 1 to 4 annas a month. No text books are used, and the subjects taught are writing and the four rules of arithmetic, The character used is generally Kaithi, which differs but little from Nagri, but the teachers themselves are often but imperfectly acquainted with the character and the vowels are often altogether dropped (as in the Moorya character) or misplaced. It will thus be seen that the class of instruction afforded by these schools is very low, indeed, and very, very inferior to that imparted in a Hulkabundi school ; yet the number of schools is large, and shows that they are popular. This is owing to the readiness in ordinary arithmetical calculations that is imparted at these schools, the arithmetic required in every day life being the chief subject of instruction."

In conclusion the Committee express their satisfaction with the rules drawn up for their guidance.

JALOUN.

Mr. C. A. Battenburgh, *Secretary.*

The report states that "the progress made has been most satisfactory." The opening of the Calpee Zillah School, of an Anglo-Vernacular School at Jaloun, and the provision of a new building at Koonch, are mentioned with feelings of congratulation. The details of education are not touched upon by the Committee, except that as regards Hulkabundi schools they are of opinion that the standard of education is not sufficiently in accord with the tastes of the rural classes.

JHANSI.

Mr. J. Quinn, *Secretary.*

The Committee regret the absence of men of respectable standing in the district for the formation of Sub-Committees. The Tehsildars should be made corresponding members of the Central Committee in their stead.

As regards details, the Zillah school contained 67 pupils, all of whom learned English, and of these 42 learned Urdu, 35 Hindi (some learning both), 14 Persian, and 5 Sanskrit. I examined this school in the cold season, and found it well managed in all respects. The 4 Tahsili schools have an average attendance of 55 boys, and 50 Hulkabundi schools have an average of 29 boys each. I quote the following paragraph:—

"Education may be said to be at a standstill, and, as far as I have had an opportunity of judging, the people value it but lightly. One thing I would note with regard to Tahsili Schools: where such a school is established there is never a Hulkabundi school. All the pupils are obliged to pay the two anna fee. Consequently children receiving only the education afforded in ordinary Hulkabundi schools are obliged to pay for what elsewhere is free. Either there should be a separate Hulkabundi school, or the lowest classes in the Tahsili schools should be free."

As regards education being at a standstill, I can assure the Committee that during the interval between my earlier visits and that undertaken in attendance on His Honor's camp, a very marked improvement has taken place. The boys are more numerous and are better taught, and the Zillah school is a striking contrast to the poor subscription school at which the elements of a very imperfect education in English and the Vernacular were imparted. As regards the fee difficulty, the subject engaged His Honor's attention on his tour through Bundelkhund, and a free primary education will no longer be impossible in towns where a Tahsili school is placed. Mr. Quinn concludes with eulogizing the work of the head-master of the Zillah school, and the Deputy Inspector of the District.

LULLUTPORE.

BABOO HERA LALL, *Secretary.*

Colonel Davidson forwards the Secretary's Report with a short *resumé* of figures. There are 39 schools of all kinds, including nine unaided. There is an increase of three girls' schools, with 108 girls. The expenditure from the school funds was rather less than the income, Rs. 3,860, and four new school-houses have been constructed over and above the sum spent on repairs. The Deputy Commissioner speaks highly of Hera Lall, the head-master of the Zillah school, and of Zein-ud-din Hosein's work as Deputy Inspector. I am happy to add my own favourable opinion of both after inspection of the district.

From the report it appears that the sittings of the Committee have been regular. The necessity for Sub-Committees at Talbehut and Mehrownie was recognized by the Committee, but the establishment of the local rates Committees interfered with the arrangement. Sub-Committees are useful as a check upon absenteeism; and I do not see why the Central Committee should hesitate to appoint Sub-Committees on their own responsibility.

The Zillah school had four students in the upper class, of whom one carries a scholarship to the Etawah School for pursuing his studies up to the Entrance Examination of the Calcutta University. The boarding-house, if such it can be called, has eight inmates, three of whom are under the Court of Wards, and four others hold Zillah scholarships.

The Tahsili schools at Talbehut and Mehrownie contain 100 boys, but the Talbehut community seems too indigent to pay fees. I found the instruction passable only. The buildings are good. There are now as many Hulkabundi schools as the funds admit of, *viz.*, 19 with 700 scholars, but more are wanted by the people. I was pleased with the state of tuition on the whole in these schools.

Female education seems to take in the district, and the Committee wish to open a Female Normal School in Lullutpore. The municipality now grants Rs. 50 annually for the girls' school, which is a promising one of its kind, and was inspected by Lady Muir and other ladies in my company in the cold season.

The Secretary states that it is difficult to collect exact statistics of private schools. They have found nine in existence, with 150 scholars.

I remark in conclusion that Baboo Hera Lall has now been appointed second Master in Hume's High School, Etawah, on promotion.

FUTTEHPORE.

MR. A. MACMILLAN, *Secretary.*

There have been five meetings held, at which the most important matter of discussion was the disposal of the balance at credit. The provision of matting, and the erection of new schools were decided upon.

The Zillah School-house has been thoroughly repaired, and a better tenement engaged for the reception of the boarders. The instruction at this school is fair on the whole.

The Tahsili Schools are six in number, and do well. The Khujwah School is very good. The seven Anglo-Vernacular schools are a credit to the district, that at Kote especially so. Each of these has been noticed in detail in the general report, and no more need be said here.

There are 130 Hulkabundi Schools, of which 25 per cent. are in fair order only. The Secretary observes that there have been distinct causes at work to impair there efficiency during the year under review. In the first place, owing to a delay in the receipt of the orders on the budget, the payment of salaries was unduly suspended. In the second place the Deputy Inspector neglected his duties. For the current year I hope that an explanation of this kind will be unnecessary. The budget sanctions were issued in April, and the Deputy Inspector has been replaced. On the whole, the Committee give it as their opinion that—

"While there is great room for improvement, very fair progress has been made in educational work in the past year."

I am happy to record my sense of the interest shown by Mr. Macmillan in the schools. He has personally examined some 40 schools, and has tabulated his results. These agree so nearly with the result of my own and the Inspector's examinations that each sustains the other.

ALLAHABAD.

MR. G. E. KNOX, *Secretary.*

The Collector, in forwarding the report, complains of want of control as a reason of the small interest hitherto shown by the Committee. It is, however, guided by the same rules as other Committees where no such hindrance is felt. Mr. Robertson also comments on the partial inspection which is possible in the Inspector's annual round. The district is very large, and the Inspector has not been able to spend sufficient time on his inspections hitherto. I hope the Committee will be able to supplement his efforts this year. The Secretary is of opinion that the discussions of the Committee have hitherto been too loose and theoretical. He states, therefore, that they have nothing worthy of remark to offer. They drew up the budget, however, and this is the first step to a practical acquaintance with the wants of the district. A more active share in the management has now been assumed, and the Committee have sanctioned the establishment of several new schools, have abolished one or two useless schools, and taken steps to regulate the distribution of the salaries.

BANDA.

MR. F. H. FISHER, *Secretary.*

The Zillah School, which was inspected by myself this year, at the time of His Honor's visit, has improved under the head-master's management. It contains 70 boys, and English, Urdu, Persian, and Arabic are taught. In close connection with it a Sanskrit school has been opened by the municipality. The Committee, guided by the representations of the head-master, are anxious to have this school raised to the rank of a superior school, but as yet little anxiety for education of a higher order has been shown by the advance of pupils to Allahabad or Benares. Banda is one of those places in which it seems to me that the Vernacular and Oriental languages would be the most advantageous objects of study for the majority—English teaching being subsidiary, yet available for those who desire it.

The old Tahsili will be refitted for the accommodation of the Zillah School in place of the confined building in which it is now assembled. There are 13 boarders in residence.

The Kirwee Anglo-Vernacular School was seen by His Honor on tour. It is poorly attended, but encouragement has been given by His Honor's visit, and I understand that some of the boys have proceeded to the Allahabad School.

Gurha Kalán has also an Anglo-Vernacular School. Mr. Fisher remarks that the boys had no conversational readiness in English.

The eight Tahsili schools of this district are, as a whole, the worst batch in the North-Western Provinces, both in attendance and quality. They used to show an average attendance of over 50 boys each, but the new fee rule has caused this to sink to 15.

"These numbers are more eloquent than words," says Mr. Fisher, and are "a painful exhibition of the low value at which education is rated in Bundelkhund." However, let us hope that an alteration in the fee rules now sanctioned will effect a gradual recovery. I have a very low opinion of the Banda teachers, and the Inspector has been asked to introduce better men if he can. The difficulty is that men object to the district, and complain that they cannot get on with the inhabitants. The Secretary thinks well of the Kalinjar Pundit, but points out the need of better accommodation for the school. I hope the Committee will be able to arrange a plan for remedying this defect.

As noticed in the Humeerpore Report, here, too, the Committee wish to introduce a book of Hindi Poetry in the District Village Schools. I am not averse to this, and think the Committees have hit upon a want. The Bundelkhund people seem to be fond of traditionary lyrical lore of the Alo-odal species. If Messrs. Martin and Fisher would compile a tract of the kind wanted, they would ensure the carrying out of their recommendation.

The girls' schools were 10 in number, with 120 girls—all more or less beginners. After a financial retrospect of the district expenditure on education, the Secretary concludes his report with an encomium on the Deputy Inspector.

BENARES.

MR. R. GRIFFITH, *Secretary.*

The preparation of the budget was the chief business of the year, and the result is an increase in the amount paid for tuition. School buildings were discussed, and Mr. Forbes was of opinion, and the Committee agreed, that pucka schools were a mistake. A Sub-Committee was appointed to enquire into the location of present and future buildings. A motion was carried in Committee, at the instance of Mr. Lawrence

that a District Officer should be elected as Joint Secretary, but the idea, which is sound, has not yet been put into practice.

"The Committee are of opinion that the progress of education in the District Schools is not unsatisfactory." The attendance at Tahsili Schools averages 60, which is considered below the mark. The Chundowli School was examined by Mr. Lumsden, whose report has led to the appointment of another teacher, on the ground that he neglected the majority of his pupils. The number of Hulkabundi Schools has fallen from 72 to 63, but the attendance has increased by 450 boys. This illustrates the disadvantage of keeping up unprosperous schools. Forty of the teachers received Rs. 5.

I am pleased to quote the following:—

"The Hulkabundi Schools are, generally speaking, in a healthy state. Several of them have been examined or visited by the Officiating Collector, Mr. Lumsden, and Captain Graham. Although these visits were generally unannounced and unexpected, the school-master was nearly always found at his post, and in some instances there was a very good attendance of boys."

Eleven school-houses have been erected during the year.

The female schools, seven in number, with 131 girls, are all in the city of Benares.

"Although the standard of education is at present miserably low, it is something to know that the schools really exist, and can be found when called for.

GHAZIPORE.

BABOO MUKUND LAL, *Secretary.*

The year under review was marked by the opening of 30 new schools, but the Committee think 70 more are wanted. The Anglo-Vernacular Schools contain 400 boys, and 16 boys appear in the highest class, against 4 last year. The Bulliah School was the best. I observe favourable mention of this school in the Sanitation Commissioner's Report. As to Tahsili Schools, the attendance again suffered from the continuance of the two-anna rate fee. The Committee call this an "impolitic imposition." The Inspector has, however, pronounced favourably of their educational status.

The Hulkabundi Schools show an increase of 310 boys, with a larger aggregate first class by 23. The idea of starting a Sanskrit Zillah School has occurred to the Committee in imitation of the Persian-Arabic School at Jounpore. I await more detailed communication on this head before I lay the subject before His Honor.

JOUNPORE.

MR. G. LAIDMAN, *Secretary.*

The building of Village School-houses has been energetically prosecuted during the year.

Eight pucka buildings at Rs. 1,053, and 12 kutcha at Rs. 300—the former to contain 100 pupils, and the latter 50—have been taken in hand. Of the pucka buildings four were finished by the middle of April, and five of the kutcha.

The foundation of an Oriental Zillah School is noticed, and the new building has been designed, and subscriptions are being collected.

The Hulkabundi Schools have increased by 23, but nothing is said of their status, and the Tahsili Schools are unnoticed, except that mention is made of the transfer of the Tahsili School from Gowra Badshahpore to Jounpore and its incorporation with the Zillah School. A municipal contribution of Rs. 200 was expended in scholarships, and prizes open to all the districts.

MIRZAPORE.

Mr. B. D. Gordon, *Secretary.*

The Committee's attention has been confined almost exclusively to the affairs of the Zillah School, which they state to have made steady progress. The Arabic Department has "fallen off considerably"—a result partly owing, I imagine, to the former connection of the assassin Abdullah with this branch of the school, and the consequent magisterial inquiries. The Sanskrit Department and the Mahajani Class are more popular. The arrangements for providing boarding-house accommodation are incomplete.

The school-house is now safe, and the repairs are in future, it is said, to be the business of the Public Works Department. The Committee have adjusted certain claims made against them on account of the school site and building account, and they state that their monthly income from endowment in the custody of the Bank of Bengal is about Rs. 115 per mensem.

As regards Tahsili and Hulkabundi Schools, the Committee regret they have taken no regular cognizance of their status, and remark that the want of a Deputy Inspector for the district (a want now remedied) has been a bar to their communications. They propose to establish Sub-Committees at the several Tahsils, and to institute a closer system of supervision in future. Not a word is said as to the private seminaries of Mirzapore, Chunar, and the larger towns.

AZIMGURH.

Mr. H. B. Finlay, *Secretary.*

There have been fewer meetings of Committee this year, said to be on account of the alteration in its constitution. The budget was prepared by them in August. The Secretary says:—

"The official members have visited schools wherever they were on tour, and on the whole they express themselves satisfied with the results of their inspection. The classes seem well attended; many, if not most, of the boys are sharp and intelligent, and the teachers were found to be doing their duty well. The official members did not fail, as opportunity occurred, to associate with them at their examinations Native gentlemen, whether members of Committee or not. On these occasions Native gentlemen invariably show great interest in what goes on, but to maintain this interest and to act on it seems beyond the power of the majority.

"In particular Mr. Simson in his tour right round the district had an opportunity which he availed himself of to show Native gentlemen what might and ought to be done. At every halting place he had a meeting of all the surrounding proprietors, merchants, &c., to consider the question of marriage expenses, and, after the special business of the meeting was over, the school boys were introduced and examined in presence of the assembly. Opportunity was taken to hand round specimens of the pupil's caligraphy and map-drawing. In this manner considerable interest was taken in the examination which was intensified, when, as was often the case, the father's name of a promising pupil was asked, and he happened to be present on the occasion, and felt gratified by the praise bestowed on his son. In one or two instances a wish was expressed for the establishment of an Anglo-Vernacular Class at particular places, and promises held out of local support. These cases will be carefully considered by the Committee."

His Honor will be pleased at the personal exertions of officers who must have many calls on their attention in the administration of the district.

The Committee, while admitting the intrinsic advantages of the primary education in Village Schools, point out that the education given is very shallow and incomplete. This may be; but at any rate the three elements of primary knowledge—reading, writing, and arithmetic—are imparted, and generally imparted well.

I quote the following, as it bears on a topic of some interest just now:—

"With the Mahomedans there is what might be called "a religious difficulty." As an illustration, I may mention that one of the Tahsildars here—a Mahomedan—has a son who is now being taught to repeat

the Koran, and not until he has learned every word of that book by heart, will he be allowed to go to school. The most influential Talookdar in Mohamedabad stated that the absence of religious instruction in the schools was equivalent to closing them up in the eyes of many Mahomedans. He at once admitted that to introduce religious teaching in the Hulkabundi Schools was plainly impossible. But he contended it was different with Tahsili and Zillah Schools. A separate class taught at a separate hour could be instituted without inconvenience or injustice to the bulk of the population. Such a class, he said, would be most popular, and probably better attended than all the others put together. The same gentleman further suggested as a means of learning English *pari passu* with the religious teaching in question, that not the Koran but some of the well known and universally recognized books of prayer and devotion in use among Mahomedans should be translated into English, and used as the text-books. Such an arrangement would not be disliked or regarded even with suspicion by Mahomedans, and would enable them to acquire a knowledge of English—a subject on which they lay much more weight than the Hindoos."

The Committee apparently wish these strange suggestions to be seriously considered. Surely if the Mahomedans are so suspicious of secular education and of the English language, they must be content to resort to their own schools only, and forego the advantages of Western literature and science, which the Government offers for their acceptance in the purest good faith and sincerity. Admitting that, as suggested, the doctrines of their creed could be taught "in a separate class at a separate hour," there is still nothing to show that the secular education of the school would be one whit more welcome.

The Committee proceeds to point out defects in the existing school system, which, as in other districts, are chargeable to the poor capacities of the teachers. "The teachers do not attempt to cultivate the synthetic faculties of the boys." Perfectly true in most cases; but a teacher on Rs. 6 a month would be puzzled to understand what Mr. Finlay so well expresses. Again—

"A boy may be an adept in Geography, average in History, and extremely deficient in Mathematics. It is obviously impossible to refer that boy to one class. He ought to belong to three."

The Secretary forgets that his arguments pushed a little further would create 90 classes in a school of 30 boys, for how can any one boy be said to be *exactly* suited to read in the same class in any single subject with any other boy? An average must be struck, and groupings of boys be made to make class-teaching possible. The Calcutta University system makes a certain degree of proficiency in four or five subjects the test of classing its under-graduates, and the plan works well, till the higher examinations, involving more mental exertion, are encountered. Here the natural bent of the student should find play, and high proficiency in only one or two subjects be expected.

There are 10 girls' schools in this district with 243 girls, but the Committee have not inspected them. They rightly feel a delicacy, and this feeling will gradually gain the confidence of the community.

The Committee express their thanks to Baboo Siva Prasad, the Inspector, for his ready presence and advice when wanted, and they praise in high terms the zeal and energy of Moulvi Kurban Ali, the Deputy Inspector.

GORUCKPORE.

MOULVI UZMUT-ULLAH, *Secretary.*

This report fails as a recapitulation of the proceedings of the Committee. It states in general terms that "the schools are doing well;" that many of them have been personally inspected; that the District Educational Officers have discharged their duties efficiently; that the pay of the Hulkabundi Teachers is too low; that school-houses are wanting; and that the fee-system in Tahsili Schools is injurious.

BUSTEE.

MR. P. WIGRAM, *President and Secretary.*

Mr. Wigram notes that there are now three Anglo-Vernacular Schools,—*viz.*, at Bustee, Bansi, and Khuleelabad, with 128 boys in all.

The attendance at Tahsili Schools has again fallen away, and a curtailment in the grant for Hulkabundi Schools resulted in the reduction of 28 schools.

This general falling-off is accounted for by Mr. Wigram as follows:—

"First and by far the most important cause is one beyond our control. The rains were unprecedently heavy, and the country was in many parts flooded. This was followed by fever, which extended to all parts until far into the cold season. In many parts of the district, especially the north, there was, I really believe, not a house in which one or more was not prostrated by it, and this could not but tell against the attendance at schools. Another cause was the reduction of 28 Hulkabundi Schools, and the consequent extra distance which the boys had to travel. This will be remedied this year: for our funds will enable us to restore most if not all of these. The third cause applies to the Tahsili Schools only, being the enforcement of the rule requiring fees. This is unavoidable, and we can only wait and hope that the numbers will rise again as the people see the benefit of education."

Mr. Wigram has personally examined the schools which came in his way, and expresses himself satisfied that the boys would not be pronounced inferior to those of any other district. Buildings have been erected at six villages, and the Bansee Anglo-Vernacular School was nearly finished, when the Collector wrote, in April.

KUMAON.

MR. J. O'B. BECKETT, *Secretary.*

This report is addressed to the President of the Committee, and I assume has been accepted by the members. By rule the report should come from the Committee to this office as their review of the operations of the year.

Mr. Beckett's report concerns itself with "the School Cess Local Fund" only. The following is the account given:—

"During the year 1870-71 there were 15 schools in operation. In June an increase of the receipts having been made owing to the new settlement, eight more schools were established in May and July. A further increase of receipts has arisen from the same cause in November and December last. As it arose from a part of the country in which the inhabitants migrate to the Bhabur during the cold weather, no new schools could at that season be established. They are now being located. At the Committee meeting in October last it was agreed that as the new settlement progresses, a putwaree is located in a local tract paying on an average Rs. 2,500 Government Revenue; that a school should be established in the Hulka of every such Putwaree, and the school cess from which would average Rs. 75 a year, and that of this sum Rs. 60 was to be paid to the Pundit, and the balance expended in scholarships to both teachers and scholars. During this year a Sub-Deputy Inspector has been paid as before from the cess, but for the ensuing year no payment will be made under this head as the inspection establishment is to be from imperial funds. I have not been able to get any pucka school-houses erected as the sums demanded were to high. Rupees 100 ought to be sufficient for a school-house. Rupees 300 were demanded, and I have therefore deferred their erection till I can get some built in the parts of the Province where the system of contracts is known. The settlement of the district is expected to be completed by January, and when the actual amount of yearly receipts is known, it will be easy to define the exact sums to be paid in scholarships, &c., which it is difficulty to do at present, as a new school of hardly a year's duration hardly requires any expenditure on this head, the education of course being too backward. A large increase of revenue will accrue during the year 1872-73, the estimated increase will be as follows:—in June and July Rs. 2,850, in November and December Rs. 3,750. This will allow for about 58 more schools In May 14 schools were struck off the Tahsil Establishment and transferred to the Hulkabundi. This necessitates the closing of 2 of the Hulkabundi Schools located in May, 1871, as there would be two Hulkabundi Schools in the Hulka of one Putwaree. Fifteen new schools are being located in the Puttees lately come under settlement, and before August there will probably be 15 more new ones located as soon as the new Hulkas are defined, and in December next about 15 more."

The Committee should have communicated through the Inspector with myself from time to time as the increased income suggested the advisability of opening new schools; for when the total provision for the year in the budget has been once passed,

it is against rule to exceed the expenditure without express sanction. According to the statement which accompanies this report, the "Budget Head" was Rs. 4,908, of which Rs. 2,173-10-7 were expended. During the current year an allotment of Rs. 4,000 had been made for this district.

GURHWAL.

CAPTAIN GARSTIN, *Secretary.*

The Secretary states that—

"As the Committee have been working so short a time, they think it unadvisable to enter into minute details in their report on the past year."

The contents of the report are, in the main, protests against the changes ordered by the Government in the reduction of Tahsili Schools, and the distribution of the fund available for Hulkabundi schools. They object to these apparently on the ground that the local management has been unduly interfered with, forgetting that, as part of the Provincial Budget, the educational grant for Gurhwal must be shaped with some regard to uniformity of system. Their views have, however, been separately represented and separately considered by the Government, and need not be discussed in this place.

The Secretary reports that there are three classes of schools in the district, *viz.*, the aided Anglo-Vernacular Schools of the American Methodist Episcopalian Mission at Paori and Sreenugger, Government Tahsili and Hulkabundi schools.

"In the first-named an English education is given. These schools are at present in their infancy, but they are doing good work, and the present Missionary, Mr. Wilson, has engaged a superior class of teachers, by whose aid the Committee feel sure the style of teaching imparted will be greatly improved. At the examinations which were made by some of the members of the Committee, there was every sign of improvement."

As regards Tahsili Schools, the Secretary states that—

"Many of the Tahsili Schools have been examined by members of the Committee when their duties led them in their vicinity, and the examiners were satisfied with what they saw."

As regards Hulkabundi Schools it is said :—

"The Committee are glad to say that up to the close of the year under report the condition of these schools was very satisfactory. The average attendance was good, the people are yearly finding out the advantage of this kind of education and applying for more schools, while, with one or two exceptions, the Pundits were working hard and at the same time pulling well with the people amongst whom they work. The Committee, too, were fully alive to the great importance of these schools, and took notice of any fallings-off which might render a change of locality necessary. For these schools cannot be, from the extent of the district, fixtures, and must occasionally be moved to new centres."

M. KEMPSON,

August, 1872. *Director of Public Instruction, N.-W. P.*

ORDERS OF GOVERNMENT.

No. 310A. of 1872.

From

C. A. ELLIOTT, Esquire,

Secretary to the Government,
North Western Provinces,

To

The DIRECTOR of PUBLIC INSTRUCTION,
North Western Provinces.

Dated Nynee Tal, the 28th October, 1872.

Sir,

General Department (Educational.)

Your resumé of the reports of Local Educational Committees in the North Western Provinces for the year 1871 has been laid before the Lieutenant Governor.

2. His Honor concurs with you that the abstract of the District reports is highly encouraging. It clearly shews that the Committees are beginning, as a rule, to take a lively and active interest in educational proceedings, and that the native members, both official and non-official, share with the European members in this feeling.

3. The testimony very generally offered as to the usefulness of the Village circle-schools is most satisfactory, and it quite accords with His Honor's own observations. It is however to be regretted that two important questions, namely, the Indigenous schools, and Female education, have not received greater attention in the reports. These are after the Village schools the subjects on which the Committees can afford the most useful aid to the Educational Department.

4. Another point which might well be treated of in all the district reports, is the allotment of the Zillah Scholarships (granted to each district by G. O. 20A., dated 3rd January 1872). His Honor looks with interest to see how far these tend to stimulate education and encourage the best boys from the country to pursue their studies at the head-quarters of the district.

5. The question of the best style of building for village schools is one deserving close attention, and the Lieutenant Governor will be glad that it should be kept in view. A standard plan has been laid down by the Public Works Department, but any proposals to modify it will be gladly received and attended to, if the Committees can show that any other style of building is more suitable to the locality.

6. Some of the Committees have thrown out an important suggestion, which may well be followed up, as to the expediency of providing some popular native work as one of the reading books for Hulkabundee Schools. Extracts from the Mahabarut or Ramayan in a Hindee dress, as advocated by Mr. Martin, or from the Al-khund, would prove very popular, and would form a pleasant variation in the course of instruction.

It would also be a beginning to the introduction of a study of literature into these schools. A few poetical passages with descriptions of scenery, or some episode of interest, might be selected for a commencement.

7. It was suggested in the orders on the report for 1870-71, that Mr. F. Growse might turn his eminent literary qualifications into this channel of practical work: but the Lieutenant Governor has not yet been informed whether the suggestion has borne any fruit or is likely to do so. His Honor would gladly encourage Mr. Growse in any such undertaking, or as suggested by you, Messrs. Martin and Fisher might be invited to assist in accomplishing this important object.

8. Turning to the district abstracts, the following points have attracted the Lieutenant Governor's notice.

9. *Dehra.*—This district has six village schools, and perhaps as suggested by Mr. Ross, this is as large a number as the district requires. The Committee should now use every endeavour to make the existing schools effective.

10. The Committee is probably right in holding that Hindee is wanted more than Oordoo, as the former is the language used mostly in the Sub-Himalayan tracts. His Honor, when he visits Kalsee during the approaching cold season, hopes to see that this proposal has been carried into effect with respect to the pergunnah of Jounsar Bawur.

11. *Saharunpore.*—The Committee and Mr. J. Kennedy, the Secretary, deserve the thanks of Government for their attention to the interests of education and their suggestive report.

12. It is to be hoped that the combination of English with oriental learning may be successful in the Deobund School. This institution is now assisted by the Municipality, the contributions from which might be utilized towards making the Arabic and Persian classes more effective and popular.

13. There is no doubt that the purely practical character of the Hulkabundee and Tehseelee Schools makes them unpopular with some classes of the community, and it has already been suggested that the favorite epic literature of the country might be introduced into the course of study. Educated natives should also be encouraged to assist in this respect by composing both works of imagination and history, which might be studied both with pleasure and advantage.

14. The condition of the Zillah School is reported to be satisfactory, and His Honor hopes that his personal inspection will bear this out. The Boarding-house is a hired house, and the Committee should endeavour to provide a regular building for the purpose.

15. *Moozuffernuggur.*—The prosperity of the Hulkabundee Schools of the district is gratifying. If the Committee have not worked up to the full 1 per cent. allotment, they should do so. "The growing desire of the people for the establishment of Hulkabundee Schools" is evidenced both here and in Meerut by the applications of the Zemindars for the opening of new

schools in their vicinity. Of ten schools opened during the year, nine were at the instance of the Zemindars.

16. The services rendered by Mr. Donovan to the cause of education deserve the acknowledgments of Government.

17. *Meerut.*—The liberality of Hur Sahai, banker, in presenting a plot of revenue-free land near the city as a site for the new Zillah School deserves commendation. This site has however not yet been finally decided upon by the Committee, and the Lieutenant Governor will be glad to hear of the decision arrived at and will inspect the spot on visiting Meerut.

18. You propose, when the new building is ready, to raise the school to the superior grade, a proposal which His Honor will be glad to receive in due time.

19. The extension of Anglo-Vernacular Schools to too great an extent is to be deprecated. Wherever there is a real desire for English, and the local support is sufficient for the maintenance of such an institution on an efficient basis, it may be encouraged. But we must beware of the ordinary run of poor English schools which do no real good. It is better under such circumstances to have a really good Vernacular school, with classes locally supported for Persian, Arabic or Sanskrit, as the people may prefer.

20. The proposition for combining the office of Post-Master and School Master seems promising, provided the Post-Master is capable of teaching and has not too much to do. His Honor would be glad to know what objections are brought against the scheme by the postal authorities.

21. The Committee and their Secretary, Mr. James, are commended for the interest taken in the subjects before them.

22. *Boolundshuhur.*—The interest shewn by the Committee of this district also, headed by the Magistrate Mr. Willock, deserves the Lieutenant Governor's commendation. His Honor is glad to observe that so many as 17 members assist in the work of the Sub-Committee, and specially that nine native gentlemen aided in building schools.

23. The Khoorjah Anglo-Vernacular School is said to have failed, but the Lieutenant Governor trusts that it may be put on a good footing again. English apparently is not appreciated, and in this view the remarks in para. 19 in respect of Meerut are applicable.

24. The Tehseelee schools in this district are stated to be among the best in the circle, and Mr. Pollen's testimony to the good teaching at them is satisfactory.

25. The interest shewn by the Lord Bishop, who inspected a Hulkabundee School on his visit to the district, is observed by His Honor with gratification.

26. The plan of engaging the services of the Zemindars to carry out the erection of schools in their own villages is a good one, provided the Zemindar is capable of supervising the work and willing to undertake it.

27. The number of girls' schools and the large attendance are encouraging, as well as Mrs. Graves' report on their condition.

28. Private village schools in the district are, as stated by the President. no doubt poor, but every encouragement should be given to them, and where they perform a useful work and fill a void by offering a substantial education in a place where no Government School exists, a grant-in-aid would be freely accorded.

29. The subject of the opening of book depôts at the larger towns has lately attracted the attention of Government, and is a very proper one for Local Committees to take up. They should watch and report on the sufficiency or otherwise of the experimental measure of establishing such depôts at the Anglo-Vernacular and certain Tehseelee schools, and suggestions will be readily received by Government from any of the Committees for promoting the sale of educational works among the people.

30. I am to acknowledge the services of the Secretary of the Committee (Hurgyan Singh, Tehseeldar of Boolundshuhur) in providing a house for boarders at the Zillah School.

31. *Allygurh.*—The frequent inspection of Tehseelee and Hulkabundee Schools by members of the Committee is highly encouraging, and shews that the Committee is becoming a really useful and effective aid to the educational authorities.

32. In regard to the change of teachers at the Bhimpore Vernacular School, the Lieutenant Governor concurs with you that the substitution of a Hindee for a Persian teacher was under the circumstances a mistake. The Deputy Inspector should not have taken this step without consulting the Committee, and the Committee, when they found it out, should have written direct to the Inspector, when no doubt the error would have been corrected.

33. The proposal of the Allygurh Committee to examine candidates for the post of teacher is commended: but it is hoped that the examination will not be too searching, or the expectation of the Committee pitched too high. Every day the material for supplying efficient teachers is becoming more plentiful; and as it increases, stricter tests of proficiency and ability to teach well may the more reasonably be applied.

34. The Committee propose to give scholarships to village school boys to take up to the Zillah School. I am to beg you to refer them to G. O. No. 980 dated 26th September 1871, and to point out that the proper ascending scale is from the Hulkabundee to the Tehseelee, from the Tehseelee to the Zillah School. His Honor would be glad that the Committee should arrange their scholarships accordingly, but in assigning funds for this useful purpose it is hoped that they will not forget the importance of providing good school accommodation, which, as remarked by you, is the first consideration.

35. In regard to the expenditure of grants made by Municipalities, I am to say that it is hoped that Municipal Committees will first con-

sult with the educational authorities and decide on the most useful object for their liberality. Their wishes should be chiefly considered, and wherever practicable, adopted by the Inspector.

36. His Honor hopes that the town of Hattras will now largely benefit by the boarding accommodation at Allygurh, which the Municipality have so liberally aided in providing.

37. The Inspector appears to have raised some objections to the inspection of girls' schools by the members of the Committee, and the Lieutenant Governor desires to be informed in the next report what the result of the decision come to has been, and if the parents or guardians of the children have made any objection to receiving such visits.

38. *Bijnour.*—The state of the Zillah School has long been unsatisfactory, and His Honor will be glad to find that any real improvement has been carried out. It should have been explained what kind of scholarships are to be provided and from what source the cost is to be met.

39. *Budaon.*—I am to acknowledge the interest shewn by Messrs. Melville and Crosthwaite in the Zillah School and in education generally.

40. The increase in the number of pupils attending at the female schools in the district (now 239) is encouraging : but the nature of the education afforded is not mentioned.

41. *Bareilly.*—The increase in the number of Hulkabundee Schools in this district is the result of the larger assignment consequent on the progress of the Settlement, and is highly satisfactory. The schools are mostly new yet, and a report on their attendance, efficiency, and popularity, will be looked for in next report.

42. In regard to the closing of a large number of private schools, which the Committee notices with satisfaction, the Lieutenant Governor would rather see them improved, and regards their closure with regret.

43. The Committee propose to build new schools in 21 villages. His Honor will be glad to hear in the next report that this has been done.

44. Bareilly is distinguished for the leading position it has taken in the matter of female education. The district contains 31 schools with nearly 700 girls; of these six belong to Government and the remainder have been established by private parties. The Lieutenant Governor would have been glad of an account by the Committee, both in this and other districts, of their popularity and the sentiments with which the education of girls is regarded, and also the nature of the education imparted.

45. *Shahjehanpore.*—The American Mission free schools in this district are said to injuriously affect the usefulness of Tehseelee Schools,

in consequence of the aversion of the population from the fee system in the latter. The principle of taking fees is however a sound one and cannot be given up. Moreover, if the Mission Schools are supported by grants-in-aid, admission to them should not be free. You are requested to see to this and to explain to the managers that the taking of fees is essential to the receipt of a grant from Government.

46. The increased attendance at Hulkabundee Schools is satisfactory. Out of a total number of 2,682 pupils, only 351, however, were Mahomedans, and in a Rohilkhund district it might have been hoped that the proportion to other castes would have been greater.

47. A very fair attendance is secured in the Girls' schools (345); but here as elsewhere His Honor misses any account of the learning imparted.

48. The arrangements for the maintenance of elementary free schools in the city of Shahjehanpore have already been the subject of correspondence. The Committee rightly object to a free Anglo-Vernacular School. What the Municipality should do is to establish free rudimentary schools in the city for the poor. Provision for higher education, whether oriental or English, should be made in connection with the Zillah School, and such education should not be free.

49. The assiduity of the Committee and its Secretary, Baboo Kunnoo Lall, and the excellent report submitted by them, are commended. His Honor, however, regrets to hear that the number of the members is reduced, and hopes that the Central as well as the Tehseelee Sub-Committees may soon be strengthened.

50. The proposal that a yearly distribution of prizes should be held both for the Sudder School and the most leading and meritorious of the Mofussil Schools and the prizes distributed by the President of the Educational Sub-Committee, is a good suggestion, and worthy of consideration by all Committees in the Province.

51. *Moradabad.*—The report is meagre and relates only to financial, not to administrative, details. Information as to the numbers of schools and scholars in the district and the nature of the education would have been acceptable.

52. *Agra.*—The Lieutenant Governor agrees with you that there is no reason why the Boolundshuhur plan of entrusting the building of schools to zemindars who are able and willing to undertake the work, should not answer in this district. A large number of schools are at present held in buildings which have been lent for the purpose, but which are mostly unsuitable. There should be accommodation provided for all the schools, and the Sub-Committee should consider what the best plan of a cheap suitable and substantial building should be.

53. A large increase is shewn in the number of female schools in this district, which proves that notwithstanding all the recent drawbacks and discouragement, female education holds its ground in Agra. Information as to the number of the schools and scholars in the city, as compared with the number in the villages, would have been acceptable, as also in regard to the nature of the education imparted, the popularity of the teaching, and the sentiments with which the

measure is regarded. The applications received for the establishment of more schools and the increased number of female teachers employed are encouraging.

54. Some notice of the character of the indigenous schools would have been acceptable.

55. I am to convey the thanks of Government to the Committee for their attention to the work entrusted to them, and for the useful report submitted by them. The Lieutenant Governor has also noticed with satisfaction the favorable mention of the activity of the Futtehabad Committee.

56. *Muttra.*—The attendance at girls' schools is said to have increased, and to be more regular, which is regarded as good, but the nature and popularity of the education is not stated.

57. The provision by the Municipality of a grant of Rs. 1,500 towards the erection of a suitable boarding house for the Zillah School is satisfactory. The school, however, is said to be underhanded in teaching power. It should be reported in what respect the deficiency exists, when, if possible, it will be strengthened.

58. *Etawah.*—If the Committee wish Pundit Het Ram, the Settlement Deputy Collector, to be member of the Sub-Committee, they are at liberty to propose his appointment, but he must be balanced by an additional non-official member.

59. It should be explained why the Inspector considered it necessary to detach the Tehseelee School at Phupoond from the Anglo-Vernacular branch.

60. The attendance at Hulkabundee schools has decreased owing, it is said, to Hindee being taught at them. It is one of the Committee's most important functions to guide and advise the action of the Educational Department in such matters, and where Oordoo is wanted, it should, if possible, be provided.

61. *Mynpoory.*—The action of the Committee of this district during the year has been satisfactory, especially in regard to the location of Hulkabundee schools, which has been made with judgment. If particulars in elucidation of the closing of some female schools and the opening of others had been given, it would have been satisfactory.

62. The attendance at the Tehseelee schools, at the village girls' schools, and also at the private schools, has increased during the year, and is still increasing, an intimation which the Lieutenant Governor has received with gratification.

63. His Honor is glad to hear that a boarding house for the pupils of the Zillah school has been provided, and that contributions to it have been received from the residents of the district.

64. *Etah.*—The activity of the Committee in the inspection of schools is commended, as also their efforts to bring about a more equal distribution of the schools.

65. The charge of absenteeism against teachers is very serious, and demands careful investigation. No school-master should be able to be absent without its being known, and without the permission of the District Visitor : it seems hardly possible that he should be so absent, unless he makes forged entries in his daily registers.

66. The Kaila private school is said to be a continuation of the former Hulkabundee School, which was removed for want of funds. The Lieutenant Governor agrees with you that its existence in a prosperous condition proves the value attached to education by the local population of the neighbourhood ; and under these circumstances thinks it much to be regretted that the school was removed. The proposal that private schools should be assisted by the Committee from funds at its disposal deserves consideration, and village efforts might be extended in the same way ; that is, Hulkabundee schools might be established in positions which might otherwise have been without the scope of the Government establishment unless supplemented by private aid.

67. The necessity to purchase instruments which devolves on boys passing the Roorkee College examination is represented as a serious obstacle to their entering the College. The matter will be brought to the notice of the Public Works Department, and it will be suggested that where the candidates are deserving but poor, the demand might be relaxed, or supplemented by a grant-in-aid.

68. Mr. Hobart's testimony to the value put on the Inspector's visits, and the fact that when in consequence of that officer not being able to fulfil his circuit, the children " missed their examination and prizes, and were clamorous for Mr. Hobart to supply what they regarded as a loss of their rights and privileges," is important ; and may well be placed against the complaint which has occasionally been heard that such inspections are unpopular.

69. *Cawnpore.*—The report on this district is disappointing. The Lieutenant Governor regrets to hear that the schools received little attention at the hands of the Committee, and considers that it would be well to interest some one or other of the staff of the Magistrate and Collector in educational matters by making him Secretary or Joint Secretary.

70. *Furruckabad.*—The proposal for the erection of a suitable zillah school-house has not yet reached Government. I am to enquire how the matter stands, and to request that the project for the building may be pushed on.

71. The three Anglo-Vernacular Schools of the district are reported to contain 70 scholars, but their condition is not mentioned, a point that should not have been omitted.

72. The total number of scholars attending Hulkabundee Schools, 3,000 in 44 schools, seems small, but the average of nearly 70 to each school is too large, and points to the necessity for more schools in the district. In one statement in your annual report for 1871-72, page 4, the number of scholars is given as 1,824 ; in another, at page II., the number of schools is shewn as 58, and of scholars as 2,676.

73. Orders have issued that the Kunouj School is to be made a Town school. In this way the teacher may continue to draw Rs. 20, which as a Hulkabundee School Teacher he could not have received.

74. *Humeerpore.*—The Committee, including especially their Secretary Mr. Martin, deserve the thanks of Government for their useful report.

75. Humeerpore is better than the greater part of Bundelkhund in respect of education: but still compares badly with other portions of the North Western Provinces.

76. The Tehseelee schools of this district are not, however, favorably reported of, and but a slight improvement is noticed in Hulkabundee Schools. The indigenous schools are poor and of but little use ; it is feared that the generality of such schools are in their present state little better than those described by the Humeerpore Committee.

77. *Jaloun.*—The report of the Jaloun Committee presents little of interest. They should have particularized the reform they would propose to work in the Hulkabundee curriculum.

78. *Jhansie.*—The Committee consider that education in Jhansie is at a stand still. No doubt the people of Bundelkhund generally value education lightly; but it is at the same time certain that a marked improvement has taken place of late in this very district in the popularity and efficiency of the schools. This was remarked by yourself both here and in Jaloun when recently on tour with the Lieutenant Governor, as the result of personal observation ; and doubtless the improvement thus begun will go on and extend itself over the whole of this outlying province.

79. *Lullutpore* —The difficulty of appointing Sub-Committees is one that may be overcome by increasing the number of members, which Government will always be glad to sanction.

80. The Talbehut Tehseelee School is improving, but is poor, and the village schools are only 19 in number. If the funds are fully worked up to, and then found to be insufficient, the Lieutenant Governor would not be indisposed to entertain an application for a small additional grant-in-aid, as the resources of the district are low, and the area for which the Schools are expected to provide the means of education, though but sparsely occupied, is very great.

81. There seems less prejudice than elsewhere against female education in this district, and the Committee should be encouraged in their efforts for prosecuting it with vigour. Girls' schools are still so uncongenial with the tastes of the people, that any opening even in this outlying tract should be cultivated with diligence.

82. *Futtehpore.*—The interest shewn by the Committee, and especially by their Secretary, Mr. Macmillan, in the work of education is commended.

83. *Allahabad.*—Small interest is said to have been shewn hitherto by the Committee: but His Honor is glad to hear that a more active share in the management has now been assumed.

84. *Banda.*—The Lieutenant Governor concurs with you that the vernacular languages and oriental classes are the proper objects of study for the majority of scholars in this district, English teaching being in the Zillah Schools available for those who desire it.

85. The District of Banda, both in respect of Tehseelee and Hulkabundee Schools, is painfully backward, as His Honor had too much occasion to see on his visit during last cold season. From the attention and interest of the Committee better things may however be hoped for.

86. *Jounpore.*—The activity of the Committee of this district in the building of village school-houses is commended, and the Lieutenant Governor hopes that the buildings will prove substantial.

87. The Hulkabundee Schools have increased in number, but it is to be regretted that no details are given of the number of scholars and condition of the schools.

88. *Benares.*—The falling off in the number of Hulkabundee Schools, simultaneously with the increase in the attendance at the same, is properly noticed by you as illustrating the benefit of a proper distribution and the disadvantage of keeping up unprosperous schools. This is quite true if the schools are really not valued, and properly supported; but care must be taken that under this view of the matter schools are not located at too great distances from outlying villages. The testimony borne by the Committee to the healthy state of this class of schools is gratifying.

89. *Ghazeepore.*—The increase in the number of schools in the district is satisfactory, but the Committee think that as many as 70 more are wanted. If the provincial allotment is fully worked up to, nothing more can be done at present, unless the people themselves assist with funds.

90. *Mirzapore.*—It is disappointing that the remarks on this district are almost entirely confined to the Zillah School.

91. *Azimgurh.*—His Honor is well pleased with the exertions of the officers of this district in the cause of education, and the thanks of Government are due to Mr. J. Simson for the zeal shown by him, and the measures taken by him to excite the interest of the population. The practice of associating native gentlemen with members of the Committee at examinations is likely to produce useful results, and the interest shewn by the native members in the examinations is most commendable.

92. The Committee did not inspect the ten girls' schools in the district. The delicacy of feeling which prompted this was quite correct if the parents would really have objected to the inspection; but it would have been satisfactory to have had some information afforded of the state and progress of the schools. That the meetings of the Committee should have decreased in number, because of the new constitution of the Committee, is an unaccountably retrogressive step.

93. *Goruckpore.*—The Lieutenant Governor would have been glad to have heard more of the proceedings of this Committee. The report, as stated by you, fails to recapitulate the work done during the year.

94. *Bustee.*—The general falling off in schools and attendance is reported to be due to the prevalence of fever in the district, and to the distance which the boys had to travel in consequence of the reduction of 28 Hulkabundee Schools. The latter point should be remedied by the schools being located in as convenient proximity as possible to the whole area of each circle. It is not shewn however how the deficit arose which rendered the reduction of so many schools necessary.

95. His Honor remarks with pleasure that Mr. Wigram has always shewn a lively concern in the schools of his district.

96. In conclusion I am to suggest that each Committee should be invited to give with more exactness and system statistical information as to each class of school existing in the district. The table below shews the classes of schools in the North Western Provinces, their number, the number of scholars on the last day of the year, the total cost and the cost per head for 1871-72 :—

Description of School.	Number of schools.	Number of scholars at close of year.	Cost.		Cost per head.	
			Total from all sources.	From Government.	From all sources.	To Government.
Colleges, ...	3	84	70,420	67,168	838 5 4	799 9 11
Schools, Higher English, ...	12	2 536	1,76 465	1,53 809	69 9 4	60 7 3
Middle ditto, ...	14	1,044	41 746	36.524	39 15 9	34 15 9
Higher Vernacular Schools, ...	1	276	28,756	25 396	104 3 0	92 0 2
Middle Vernacular Schools, ...	209	11 737	56 732	49 160	4 13 3	4 3 0
Lower ditto, ...	3,336	1,19 014	3,24,064	3.24 064	2 11 8	2 11 8
Ditto Female ditto, ...	427	7.917	27,848	27.848	3 8 3	3 8 3
Normal Schools, Male,... ...	4	361	36,071	36 071	99 14 9	99 14 9
Ditto Female, ...	3	40	7,947	7,947	198 10 9	198 10 9
Total direct Government Schools,	4,009	1,43,009	7,70,049	7,27,487	5 6 2	5 1 4
Aided Colleges, ...	4	1,184	...	24 033	...	20 4 9
Higher English Schools, ...	12	3,046	...	39 660	...	13 0 3
Middle ditto, ...	154	10,500	...	92 032	...	8 12 3
European Female, ...	4	145	...	12,180	...	84 0 0
Middle Vernacular Schools, ...	...	...	...	...	...	...
Lower ditto ...	37	1.455	...	4 154	...	2 12 11
Ditto Female, ...	108	3,571	...	25,961	...	7 3 3
Normal Schools, Male, ...	2	26	...	1.470	...	56 8 8
Ditto Female, ...	3	43	...	3,600	...	83 11 6
Total Aided Schools, ...	324	19,970	...	2,03,090	...	10 2 9
Total Aided and Government Schools, ...	4,333	1,62,979	...	9,30,577	...	5 11 4
Unaided Vernacular Schools, ...	4,609	55,467	...	...	...	...
Grand Total, ...	8,942	2,18,446	...	9 30,577	...	...

If a similar table is prepared in each district, it will draw the attention of the Committee to the many administrative points involved ; they

will see if the district is deficient in any class of schools, either with regard to area or population, and what can be done to remedy the deficiency ; if the attendance and the numbers on the rolls are up to the average ; if the cost of the school is deficient or excessive, and what can be done either to reduce the cost or increase the efficiency of the school. They will see if English education languishes, or if it is unduly fostered at the cost of vernacular teaching. They will also observe the fee receipts and the local contributions, and see if any thing can be done to assist the stationary Provincial Revenue, and enable it to keep up with the growing wants of the country. In short, a statement of this kind will suggest to the various Committees not only the subjects proper to be treated of in their annual report, but the direction in which their practical energies are to be turned. The more thorough their examination is of all the branches of education, the better they will be able to assist Government in husbanding its scanty resources, and in distributing them to the best advantage, in the suggestion of reforms, and the inaugurating of new efforts for the enlightenment of the people.

I have the honor to be,

SIR,

Your most obedient Servant,

C. A. ELLIOTT,

Secretary to the Government,

North Western Provinces.

No. 311A.

EXTRACTS from report with extracts paras. 5 and 67 of this letter, forwarded to the Secretary to this Government, in the Public Works Department, for consideration.